DOCUMENT RESUME

ED 097 450 CE 002 212

TITLE	Career Education in Florida.
INSTITUTION	Florida State Board of Regents, Tallahassee.
PUB DATE	Oct 73
NOTE	17p.; An official position paper of the Florida Department of Education
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Career Education; *Educational Objectives; State Departments of Education; *State Programs
IDENTIFIERS	*Florida

ABSTRACT

The position paper briefly outlines seven aspects of career education: (1) justice and equality, (2) the State goal, (3) competency-based credentialing, (4) curriculum, (5) services to students, (6) teacher education, and (7) Florida's position. (NH)

ED 097450

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

Career Education in Florida

CE002212

An Official Position Paper of the Department of Education

October, 1973

FOREWORD

BEST COPY AVAILABLE

Education which is career oriented can make a substantial and exciting difference in the lives of learners exploring their own potential, youths seeking an adult role, and adults searching for a more satisfying life.

The educational system of the State of Florida seeks cooperative and coordinated efforts with all citizens and institutions of the state to assure each person of the right and opportunity to pursue learning in search of and as a part of productive and satisfying living.

Florida Department of Education

BEST COPY AVAILABLE

TABLE OF CONTENTS

CAREER EDUCATION IN FLORIDA

Section 1. Career Education: Justice and Equality.....1

Section 2. Career Education: The State Goal.....4

Section 3. Career Education: Competency-Based Credentialing...8

Section 4. Career Education: Curriculum.....9

Section 5. Career Education: Services to Students.....10

Section 6. Career Education: Teacher Education.....11

Section 7. Career Education: Florida's Position.....13

BEST COPY AVAILABLE

CAREER EDUCATION: JUSTICE AND EQUALITY

All people do not agree on what one should learn in the name of education. Few disagree, however, that education should assist one to improve the ability to "think" and to "read." A recent addition to this is agreement that education should encompass one's "careers." The term "career" includes productive activity which is salaried or non-salaried. Education which is career oriented allows one to exit and reenter the educational system or work as often as he chooses and to be instructed in both as needed.

- Career education is for ALL LEARNERS

  It is not for any one economic, social, ethnic, or ability group. It is for learners of ALL economic, social, and ethnic backgrounds. It is for ALL levels of ability. It is an effort to deal more effectively with one dimension of the occupational hierarchy than another. It is learner centered. It seeks to achieve the goals of justice and equality of opportunity in education.

- Career education is in ALL LEVELS OF EDUCATION

  It is included from kindergarten through university education and in adult continuing education. It is infused into the regular curriculum. It enriches the traditional disciplines.

- Career education is for ALL OCCUPATIONS AND PROFESSIONS

  It provides job-entry skills to all learners prior to or upon leaving the educational system. It provides awareness of all occupations and professions. It provides preparation for those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence.

BEST COPY AVAILABLE

- Career education includes THE COMMUNITY

  The environment and resources for career education include both the school and the community. Education does not take place in a vacuum. Learning occurs at all times. No single agency or institution should attempt to assume full responsibility for all aspects of education.

- Career education is LIFETIME EDUCATION

  It is education to meet career needs at every stage during one's life.

- Career education is LIBERATING EDUCATION

  It helps each learner to grow, to develop, and to learn. It encourages each learner to advance both educationally and occupationally as far and as fast as individual abilities permit.

- Career education is based on the principle of "NO REJECTS"

  Its goals include one hundred percent placement of all learners. Placement may be in a career or in an educational program which is additionally preparatory. The placement feature has a double purpose: (1) to ensure that career education is goal-oriented for all learners, and (2) to ensure that the educational system is willing to accept the responsibility for its programs. Placement and follow-up is a demanding feature of career education. It provides the most important basis for accountability.

- Career education is based on VALUES AND BELIEFS

  The values and beliefs of the Florida Department of Education are as follows:

  - Every individual is of infinite value.
  - Every individual is unique.
  - Every individual has a right to become himself.
  - Education should help a person become free. (Freedom is the power to choose from among alternatives with the acceptance of the consequences for the choices made.)

BEST COPY AVAILABLE

- People, given the truth, will usually make wise choices.
- Power (political and economic) must be widely shared among all the people if tyranny is to be avoided.
- Existing political processes can be used for change and, in fact, are our best known means for peaceful change.
- Institutions and agencies are, or continue to be, valuable only as they help achieve the persistent aspirations of man and meet social needs.
- The good society is the open society.
- People are more important than things.

Career education seeks to achieve the goals of justice and equality of opportunity in education and life.

BEST COPY AVAILABLE

CAREER EDUCATION: THE STATE GOAL

The Goals for Education in Florida, adopted by the State Board of Education, set the directions for Florida's system of public education. They include seven "Goals for Student Development" and three "Organizational Goals." The following statements about the goals for student development illustrate that career education is not separate from one's total learning.

- Communication and learning skills are fundamental to virtually all salaried and non-salaried careers.

- Citizenship education provides a basis for many public services, assists learners in selecting meaningful careers and assists in harmonizing career activities with one's social responsibilities.

- Occupational interests form the basis of most careers for most people. Career education endeavors to help individuals identify and become proficient in occupational areas they choose as careers.

- Mental and physical health are vital to any career which is pursued.

- Home and family relationships constitute a career for many persons for many years. They are also a critical factor in the success of many whose careers are centered outside the home.

- Aesthetic and cultural appreciation is an important influence on many career choices.

- Human relations is an important factor in career choice and important determinant of success in many careers.

BEST COPY AVAILABLE

The purposes of career education are not limited to any one subset of the state's adopted educational goals but encompass all of them. Strengthening career education requires the redesign of present educational programs and practices. To assure fusion of career education into the existing system, it is necessary to establish educational objectives which support career education. Consistent with the definition of goals and objectives as adopted by the State Board of Education in April, 1971, the following state goal for career education is adopted. This goal should serve as a guide to those in the schools, institutions, and communities throughout the state who seek to design and implement career oriented education.

BEST COPY AVAILABLE

State Goal for Career Education

Career Education. Career education shall provide the experiences necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. Such knowledge, skills, and attitudes shall be the maximum the learner's abilities and motivation allow. The career development decisions shall maximize the learner's self-realization, social effectiveness, economic productivity, and moral responsibility. As a result, each learner shall carry out social roles and achieve an active, productive, and satisfying life.

Career education experiences should result in knowledge of one's self and one's environment. They should prepare one to use knowledge and make wise career decisions. They should result in proven competence.

a. Knowledge of One's Self. Career education shall provide each learner with the experiences necessary to identify individual abilities, interests, and priorities in relation to career development.

b. Knowledge of One's Environment. Career education shall provide each learner with the experiences necessary to identify and cope with those aspects of the environment which play an important role in career development.

c. Using One's Knowledge. Career education shall provide each learner with the experiences necessary to identify the connection between formal education, other types of learning, and career development. Every learner should remain in the educational system until those attitudes, skills, and knowledge necessary for self-realization as a contributing member of society are gained. Each learner should view continuing education as a means of reviewing, advancing, or redirecting career development.

d. Wise Career Decisions. Career education shall provide each learner with the experiences necessary to make rational career decisions, either independently or with assistance of others who are competent to help. It provides the opportunity to exit and reenter the educational system or work as often as one chooses.

BEST COPY AVAILABLE

e. Proven Competence. Career education shall provide each learner with the experiences necessary to achieve the knowledge, skills, and attitudes necessary to pursue the career of one's choice.

From the state goal, appropriate persons in each classroom, educational program, school, institution, and community in the state should establish objectives to meet specific learner and community needs. These include instructional objectives, both process and product, and management support objectives.

BEST COPY AVAILABLE

CAREER EDUCATION: COMPETENCY-BASED CREDENTIALING

Career education is something broader than "vocational" but more focused in terms of personal survival skills than "general studies" or "liberal arts." The term "career" refers to "one's progress through life." Career education, then, is education which pays special attention to personal growth in terms of occupational, avocational, and personal skills required for "one's progress through life."

Career education pays special attention to the skills, knowledge and attitudes one needs to cope in the "real world" environment. It is essential that these competencies be identified for the learner, the teacher, the teacher educator, and the employer. Career education is education which provides job-entry skills prior to or upon leaving the educational system.

It includes awareness of and preparation for all occupational levels. It includes those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence. As a practical matter, the credentials of career oriented education must of necessity be based on demonstrable occupational, avocational, and personal competencies. This is competency-based credentialing.

"Competency-based credentialing" means that academic credits and degrees, and occupational licenses and certificates are awarded on the basis of proven performance. They are not awarded on the basis of formal classes attended, prescribed courses completed, or arbitrary amounts of time served in a particular learning role.

How would a system of competency-based credentialing differ from some present practice? The essence of the issue can be seen by distinguishing between two statements: "I can work problems in calculus," and "I took a course in calculus;" or, "I can play the flute" and "I have taken a course in flute-playing." A system based on competency would always seek ways to monitor the first statement rather than the second. It appears that such an approach is not only logical but essential if career education is to become a major force in education and society.

A review of past and present credentialing systems indicates that much of it is not competency-based and therefore is not consistent with or supportive of the intent of career education. Credentialing systems should be based on proven competencies and should promote the goals and objectives of career education.

BEST COPY AVAILABLE

CAREER EDUCATION: CURRICULUM

Career education is not restricted to any level of the educational program or to any age in a person's life. It permeates the entire curriculum and is lifelong.

Career education imposes clear implications on curriculum redesign from early childhood education through university studies into continued learning. Redesign of the curriculum should avoid establishing career education as a separate entity.

The redesign of the curriculum should require the learner to function in the role of "actor" rather than "observer." It should provide for learners at all levels to have direct experiences in "real world" environment.

The curriculum should be tied to the goals of the learner. The learner should be self-motivated while in school and should acquire the ability to choose from among the many alternatives available to continue learning throughout life.

The outcomes of curricula which encompass career education should include the following:

- Career awareness.
- Knowledge concerning career possibilities and career ladders.
- Attitudes conducive to career responsibility.
- Clarification of moral and ethical values related to career choice, career performance, and the social and economic implications of careers.
- Knowledge and abilities related to general employability--personal development, human relationships, nutrition, consumer education, management of resources, and responsible parenthood.
- Competency in specific occupations or other areas of career interest.

BEST COPY AVAILABLE

CAREER EDUCATION: SERVICES TO STUDENTS

Career education requires new and different supportive services for learners at the elementary, secondary, vocational, community college, and university levels.

Services for students, regardless of the educational level, must reflect some commonalities in principle and purpose as the following:

- Supportive services to assist learners in examining their lives, and in planning to achieve life goals.
- Services which are continuous and future-oriented.
- Services which are preventive and developmental.
- Services which are remedial or clinical.
- Services which utilize personnel with varied levels and types of preparation.
- Services which are coordinated through state and local planning, professional organizations, cooperative workshops.
- Services which connect the educational setting and the occupational setting.

BEST COPY AVAILABLE

CAREER EDUCATION: TEACHER EDUCATION

Challenges to teacher education inherent in the concept of career education are obvious.

- ALL teachers must be involved.

  No grade level, no subject area, and no service area can be left out. First attention for inservice and preservice teacher education must be given to the development of awareness and understanding of career education. Teachers in traditional grade levels, subjects, and service areas may need to be regrouped into new and different patterns for exploration of career education. Regrouping may also be required for developing and learning to use the new materials and practices required for career education.

- Teachers must have direct hands-on experiences in the non-school environment of the learners.

  Teachers must relate the content of academic subjects to career opportunities and also to the skills, knowledge and attitudes required in real life situations outside of school. This presents a new challenge to both inservice and preservice teacher education.

- Teachers must analyze their own fields of specialization.

  Teachers must identify the nature and extent of career-relevant content and methodology in their fields of specialization. Teacher education must aid in this process. This exploration and analysis must be a continuing one. It must take into account technological and social changes and their implications.

BEST COPY AVAILABLE

Career oriented education for students is dependent upon proven performance of skills, knowledge and attitudes. Effective career education for teachers is dependent upon teacher education programs based upon demonstrated performance.

Developing a program of teacher education for implementing career education is both a challenge and an opportunity. It is an opportunity to make education more meaningful in the lives of teachers and students. It is an opportunity to reach more young people and adults with relevant educational experiences. It is an opportunity to inspire toward lifetime learning. These opportunities underlie a challenge which cannot be ignored by any teacher or teacher educator.

BEST COPY AVAILABLE

CAREER EDUCATION: FLORIDA'S POSITION

Career education is an integral lifelong process. It prepares individuals to become personally fulfilled, economically self-sufficient, and responsive to their responsibilities as citizens. The fundamental concept of career education is that all aspects of education -- curriculum, instruction, counseling, and working -- should be involved in this process.

Career education is neither academic education nor vocational education, but is an integration of learning and doing which involves both. It is a total concept which should permeate all education, giving a new centrality to the objective of successful preparation for and development of a lifelong, productive career.

Career education is continuous. It extends from kindergarten through the university, and throughout the working life of the individual. Under this concept, every learner should leave the educational system with a salable skill. This means a minimum of an entry-level occupational skill. The complexity of this skill will depend upon the point at which the learner leaves the educational system, as well as the career interest of the learner. Career education also involves returning to the educational system to gain further competencies in one's career or to change career direction.

Career education functions through the total efforts of public education, the home, and the community. It is aimed at helping all individuals become familiar with the values of a productive society, to integrate these values into personal value systems, and to implement these values in individual life styles. As a result, a productive career should become possible, meaningful, and satisfying for each individual.

Basically, career education concerns itself with the problems of the economic man through providing him with a link between his education and his work. It also recognizes that there are some significant aspects of every man's life outside his role as an economic man. He is, also, a citizen, a person, and an heir to man s past creativity which he not only must take into account, but has an obligation to perpetuate. Therefore, choices involving personal life styles, personal values, and leisure time preferences are an essential part of one's career development.